**Curriculum and Instruction 209:  LITERACY II**

**Illinois State University**

**M & W sec 2 10:00-11:50**

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**Catalogue Description:**

Literacy II extends students’ knowledge of literacy instructional strategies, focusing on the assessment and instruction cycle for all children.  (Clinical Hours: 35-40)

**Prerequisites:**

Literacy I (C&I 208) or C&I 255 and 256 required; 2.5 overall GPA required; Admission to Teacher Education required.

**Course Overview**:

Literacy II is designed to extend undergraduate students’ knowledge of literacy learning and teaching processes so that they can make decisions about the use of appropriate assessment measures and instructional strategies for all children.  Students will explore language and literacy acquisition and the complex dimensions of literacy processes. The course provides preservice teachers with classroom discussion and practicum experiences in tutoring children who may benefit from one-on-one or small group instruction. Assessment procedures that provide a wide range of information about the individual learner will be identified and used to guide instruction. Instructional strategies for working with children will be discussed and then applied in the tutoring practicum. Careful consideration will be given to the ITPS standards for preparing new teachers as well as the ACEI Standards for Elementary Education so that students are equipped to understand and demonstrate their competencies in meeting the various standards.

***Realizing the Democratic Ideal:*** This course, by focusing on children in relation to their language and literacy development, adheres to the principle of showing sensitivity to individuals as well as cultural diversity. In addition, the underpinnings of this course recognize that appropriate teaching strategies must be tailored to diverse learners’ needs as each child is treated with respect in the classroom community and in the instructional support that he/she receives.

**Required Texts:**

* Johns, J.L., & Lenski, S.D. (2009). *Improving Reading: Strategies and Resources, 5th Ed.*, Dubuque, IA: Kendall/Hunt*.*
* Johnston, P. H. (1997). Knowing Literacy: Constructive Literacy Assessment.  Portland, ME: Stenhouse
* Packet of Readings and Materials; Purchase of Live Text

**[Inquiry Group Texts](http://bpt209summer2009.pbworks.com/Inquiry-Group-Texts" \t ") (one required; to be selected during course meeting)**

* Ada, A. F. (2003). *A magical encounter: Latino children’s literature in the classroom*, 2nd edition. Boston: Allyn & Bacon. **Recommended for bilingual/ESL majors, OR those planning to teach in Colene Hooses with large concentrations of Spanish-speaking students.**
* Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction.* New York: Guilford Press.
* Brisk, M. E., & Harrington, M. M. (2006). *Literacy and bilingualism: A handbook for ALL teachers*, 2nd edition. Mahwah, NJ: Lawrence Erlbaum Associates.
* Carroll, M. (2004). *Cartwheels on the keyboard: Computer based literacy instruction in an elementary classroom.* Newark, DE: International Reading Association.
* Cummins, J., Brown, K., Sayers, D. (2007) *Literacy, technology, and diversity: Teaching for success in changing times.* Boston: Pearson.
* Cunningham, P.M. (2004). *Phonics they use: Words for reading and writing*, 4th ed.  New York: Longman.
* Fletcher, R. & Portalupi, J. (1998). *Craft lessons: Teaching writing K-8.* Portland, ME: Stenhouse.
* Herrera, S., Perez, D., & Escamilla, K. (2009). *Teaching reading to English language learners: Differentiated literacy.* Boston: Allyn & Bacon.
* Optiz, M. F., Ford, M. P. & Zbaracki, M. D. (2006). *Books and beyond: New ways to teach reading*. Portsmouth, NH: Heinemann.
* Vasquez, V., Muise, M., et al. (2003). *Getting beyond “I like the book”: Creating space for critical literacy in K-6 classrooms.* Newark, DE: International Reading Association.
* Wheeler, R. S. and Swords, R. (2006). *Code-switching: Teaching standard English in urban classrooms.*  Urbana, IL: NCTE.
* Xu, Shelley H. (2006). *Trading cards to comic strips: Popular culture texts and literacy learning in grades K-8.*  International Reading Association.

**Student Objectives:**

Upon successful completion of Literacy II, students will develop and demonstrate knowledge, skills, and competencies in the following areas:

1.       Planning literacy instruction to meet the needs of all children (ITPS 1, 2, 3, 4; ACEI 1, 2a, 2b, 3a, 3b, 3d; LBS3N, LBS3O, LBS4C)

2.      Acquiring a framework for literacy assessment and instruction, and using assessment as an ongoing guide for instruction (ITPS 4, 6, 8; ACEI 2b, 3a, 3b, 4; LBS3N, LBS3O)

3.      Becoming informed observers of children (ITPS 2, 8; ACEI 4; LBS3N, LBS3O)

4.      Evaluating and translating assessment findings into a plan for instructional support in view of the student’s strengths, needs, and the available resources as       well as teaching lessons based on this information (ITPS 4, 6, 8, 10; ACEI 1, 2a, 2b, 3a, 3b, 3d, 4, 5b; LBS3N, LBS3O, LBS4C)

5.      Creating a report for the child’s teacher/Colene Hoose that includes literacy assessment findings, tutoring goals and a plan for instruction, and the progress that the child makes over the duration of tutoring experiences (ITPS 1, 2, 3, 4, 7, 9; ACEI 1, 2a, 2b, 3b, 3e, 4; LBS3P)

6.      Continuing to develop technology skills that will assist prospective teachers in making presentations to parents and collegial work teams (ITPS H; formerly ITPS #9), as well as continuing to develop skills in using databases that catalogue children’s literature as well as leveled texts for use in guided reading settings (ITPS F; formerly ITPS #7).

7.      Identifying ways of being and forming identity as it relates to literacy instruction and assessment

8.      Examining their own language/discourse in teaching the language arts

**Topical Outline:**

**FOUNDATIONS OF LITERACY ASSESSMENT AND INSTRUCTION**

•     Understanding the instruction/assessment cycle: Reflection and decision-making

•     Constructive literacy assessment

•     Types and purposes of a variety of literacy assessments

•     Review of the four language cueing systems (graphophonic, syntactic, semantic, pragmatic)

* Examine and critique dominant meta-narratives of literacy, language, identity and how these meta-narratives impact teaching as a social practice
* Examining teacher candidates’ own use of language and forms of interacting with students and how such discourse impacts student learning and identity development

**DIMENSIONS OF LANGUAGE AND LITERACY**

•     First and second language acquisition, dialect, and linguistic diversity

•     Patterns of reading and writing development

•     Literacy as a cognitive, social, and cultural practice

•     Assessing the reading and writing of diverse students

**PRACTICE USING SELECTED ASSESSMENTS**

•     Interest Surveys and Inventories

•     Home Language and Literacy Surveys

•     Think Aloud Procedure

•     Concepts about Print

•     Developmental Checklists

•     Miscue Analysis and Running Records

•     Reading Rate and Fluency

•     Retelling and Comprehension Assessments

•     Anecdotal Notation

•     Writing Rubrics

•     Portfolios

**WORKING WITH DEVELOPING LITERACY LEARNERS**

•     Setting literacy learning goals for and with students

•     Constructing long-range instructional plans based on goals set forth

•     Creating student-centered lessons/addressing the strengths, needs, and interests of each child

•     Embedding literacy instruction in meaningful contexts

•     Choosing appropriate materials (e.g., multicultural & culturally relevant children’s literature; leveled texts; using multimodal texts; reader response and response sheets)

•     Selecting and developing strategies for teaching the six language arts (writing, speaking, reading, listening, visually representing, and viewing)

**TEACHER REFLECTION AND PROFESSIONALISM**

•     Working with teachers and Colene Hooses

•     Nurturing reflection and self-assessment (in your students and in your teaching)

•     Writing professional literacy assessment reports/case studies

•     The politics of grading and evaluating children’s literacy development

**[Additional Suggested Readings:](http://bpt209summer2009.pbworks.com/Suggested+Readings)**

Adams, A. (1999). *Handbook for literacy tutors: A practical approach to effective informal instruction in reading and writing*. C.C. Thomas Publishers.

Allington, R. L. (2001). *What really matters for struggling readers: Designing research-based programs*. New York: Longman.

Allington, R. L. (2002). *Big brother and the national reading curriculum: How ideology trumped evidence*. Portsmouth, NH: Heinemann.

Clay, M. (2002).  *An observation survey of early literacy achievement*. Portsmouth, NH: Heinemann.

Evans, J. (Ed.). (2005). *Literacy moves on: Popular culture, new technologies, and critical literacy in the elementary classroom*. Portsmouth, NH: Heinemann.

Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children.* Portsmouth, NH: Heinemann.

Gibbons, P. (2002). *Scaffolding language, scaffolding learning*. Portsmouth, NH: Heinemann.

Gipe, J.  (2006).  *Multiple paths to literacy: Assessment and differentiated instruction for diverse learners* (6th Ed.), K-12.  Upper Saddle River, NJ: Pearson Education, Inc.

Handsfield, L. J. (2006).  Perceptions, tensions, and practices: A novice teacher in a “mainstream” multilingual classroom.  In Robert T. Jiménez and Valerie O. Pang (Eds.), *Race, Ethnicity, and Education: Language and Literacy in Colene Hooses*, pp. 197-219.  Westport, CM: Praeger Publishing.

International Reading Association. (2000). *Making a difference means making it differenM: Honoring children’s rights to excellent reading instruction.* Newark, DE: IRA.

Jiménez, R.T. & Pang, V.O. (Eds.). (2006). *Race, ethnicity, and education: Language and literacy in Colene Hooses.* Westport, CM: Praeger.

Johnson, T. D., & Louis, D. R.  (1987). *Literacy through literature*.  Portsmouth, NH: Heinemann.

Leslie, L. and Caldwell, J. (2005). *Qualitative reading inventory,* 4th edition. Boston: Allyn & Bacon.

Tse, L. (2001). *Why don’t they learn English? Seperating fact from fallacy in the U.S. language debate.* New York: Teachers College Press.

**REQUIRED STUDENT TASKS/ASSIGNMENTS:**

Prior to each course assignment, you will be given detailed descriptions and directions for the successful completion of the assignment.  Your grade will be determined by the number of points earned through the completion of the following assignments:

1.    **Assessment and Tutoring Tool Kit (25 points)**

Teacher candidates will compile a toolkit—organized into a file-box or organized tote-bag—of assessment tools, procedures, and materials to use in their tutoring placements, as well as in their future teaching careers.  The purpose of this assignment is to foster organization and preparation in terms of assessment and instruction.  It should reflect a variety of assessment tools, as well as a range of grade/age appropriateness, and should be able to be used with students from a variety of experiential, linguistic, and cultural, and ability backgrounds.

2.    **Tutoring Goals and Plans for Instruction Part I (100 points)**

This assignment is divided into two parts.  Part one includes a description of the tutee and the nature of the educational setting, followed by an analysis of initial assessments, and instructional goals and plans based on the assessment data. These goals and plans should address the reading, writing, and other language arts, as well as the affective strengths and needs of the child as the candidate considers what to do to help the child move forward in his/her literacy development. ***Included within this portion of the assignment will be an addition to the Literature or Text Log(ITPS #7) completed in C&I 208.***

3.  **Tutoring Goals and Plans for Instruction Part II (100 points)**

This portion of the assignment includes a detailed lesson plan, a pre-reflection of the lesson plan design, implementation of the lesson (observed by your instructor) and a post-implementation reflection. ***You will also reflect on your attempts to monitor and adapt your language use with your student, drawing on the text, Choice Words.*** This part of the assignment will be shared in Live Text. This assignment fulfills the Literacy Assessment and Teaching Cycle Performance Based Assessment (PBA), which candidates are required to pass prior to student teaching. This assignment will be assessed on Live Text as either acceptable or unacceptable. This PBA may be completed in C&I 306 and shared on Live Text with the C&I 306 instructor, however all 209 students are required to complete the in-class assignment to pass the course.

5. **Daily Tutoring Plans and Reflections (50 points)**

Students are required to develop lesson plans for each tutoring session with the students they have been assigned to tutor. After each tutoring session, students will write a reflection on the session describing what went well and why, what didn’t go well and why and how the student responded to the lesson. These plans and reflections will be turned in to the instructor **a minimum of 5 times.**

4.  **Inquiry Groups (25 points)**

In small groups, candidates will select and read a short professional book about a topic of interest within the field of literacy instruction. Candidates will present a synopsis of the text along with instructional ideas to the rest of the class.  The purpose of this assignment is for the candidate to engage with professional ideas regarding a topic of interest, and to connect the professional literature to classroom literacy instruction and assessment.

5.   **Student/Teacher Report (50 points)**

The purpose of this assignment is for the teacher candidate to reflect on and celebrate positive shifts, no matter how small, their tutee has made in the journey toward becoming a better reader and writer. Each teacher candidate will construct a report detailing the assessments and lessons conducted, summarizing on-going assessments and reflections, and reporting positive shifts in the elementary student’s learning. ***As with the Tutoring Goals and Plans for Instruction 2 assignment, you will also reflect on your attempts to monitor and adapt your language use with your student, drawing on the text, Choice Words.*** In addition, each candidate will prepare a brief report for his/her tutee’s teacher at the elementary Colene Hoose detailing the child’s literacy understanding to discover changes over time in language and literacy. At the end of this paper, candidates will include a final reflection and self-assessment for the course, detailing what they have learned about children’s literacy development and the tutor’s own growth as a teacher.

6.  **Preparation/Participation (50 points)**

Candidates’ completion and critical engagement with the readings, discussions, and other experiences in the course will be assessed in class through discussion, question and answer, freewrite, and other reader response and informal assessment measures. Students will be expected to be on time and present at all classes. **If a student must miss a class due to illness, s/he must contact me prior to class, by email or phone, hand in any required assignments electronically, and will be responsible for contacting me to make up any missed assignments/activities.**

***Two or more absences will automatically result in a lowered letter grade for the course. Three or more absences will result in an automatic F for the course.***

**OTHER REQUIREMENTS FOR TEACHER CANDIDATES in C&I 209**

1. **Instructional Technology Passport Competency H:  Assistive Technology: One of the requirements in Teacher Education includes the completion of ITPS 9, Assistive Technology.**  Though this is not a course requirement, completion of this requirement during the semester of this course is highly recommended.  This assignment takes place in two stages:  Stage 1 includes readings with a written test, and Stage 2 includes participation in the Special Education Assistive Technology Laboratory.  Please allow 3-4 hours to read and take notes on definitions and 45 minutes for the test in Stage 1.  In addition, allow for at least 1 hour for the laboratory experience in Fairchild 321. Please be forewarned that there are limited timeslots for Stage 2, and you must pass Stage 1 before Stage 2 is taken, so completion in a timely matter is strongly advised. For more information, please visit <http://itps9.seat.ilstu.org/> and view all pages, including the power point that introduces and describes the requirement.  Since this is not a course requirement but a teacher education requirement, this is merely a notification that the requirement should be completed during the time that you take this class.  The instructor for this class is not responsible for ensuring that you follow through with this requirement.  Please note that you will not be able to register for student teaching until this requirement is completed. If you are a Special Education major or have taken SED 379 you do not need to complete ITPS H.
2. **Performance Based Assessment (PBA) in Live TexM:** See Tutoring Goals & Plans for Instruction, Part II assignment above.

**Evaluation of Required Assignments:**

**Assignments: Points\***

1. Tool Kit 25
2. Tutoring Goals/Plans

for Instruction I 100

1. Tutoring Goals/Plans

for Instruction II 100

1. Daily Tutoring Plans 50
2. Inquiry Group 25
3. Student/Teacher Report 50
4. Preparation/Participation 50

**TOTAL 400**

**LateAssignments*.***

***\**** *Plan now the time you need to devote to assignments, get them done the best you can, and meet the deadlines. Here is added incentive: All assignments are due at the beginning of class on the date specified by the instructor, unless an extension is granted* ***prior*** *to the due date. Late assignments without prior permission will receive a 20% per day score deduction for everyday it is late.*

**Meeting Course Requirements.**

All required work in this course must be submitted to the instructor in order to meet course objectives (even if the assignment is late to the point that all point value is lost). Students will receive a grade of “F” for the course if all course assignments have not been fulfilled.

**Guidelines for all written assignments:**

* Must be double spaced and type written in size 12 font-unless otherwise specified
* Must include, either in a heading or a cover page, you name, section number, assignment title, and date
* Must include a blank copy of the scoring rubric, if one was provided
* Must be proofread-grammatical and typographical errors will negatively influence your grade, *even if not specified on the assignment rubric.* Please be aware that punctuation and spelling used for e-mail and text messaging is not appropriate for academic purposes. If grammar and typographical errors are severe, the paper will be handed back for editing and will be marked down a grade every day until it is returned to me.
* Must include reference citations when outside sources and/or quotations are used. Please use APA style. If you are unfamiliar, consult the APA Manual, 5th edition.

I reserve the right to adjust project deadlines, due dates, and available points, and will make those adjustments clear and in a timely fashion, taking students’ thoughts and needs into consideration. Final grades will be determined by the number of points earned through the completion of the assignments.

**COURSE GRADING CRITERIA:**

A= 92-100%

B= 83-91%

C= 74-82%

D= 65-73%

F= below 65%

If you need a special accommodation to fully participate in this class, please contact Disability Concerns at (309) 438-5853 (voice), (309) 438-8620 (TDD).

**Illinois State University and Academic Integrity**

Illinois State University and this instructor value academic integrity very highly. *Students are expected to be honest in all academic work. Illinois State University considers it to be a serious issue if a student has not submitted solely his/her own work, not given credit thoroughly to sources, or completed a test or assignment using unauthorized materials/assistance. A student's placement of his/her name on any academic exercise shall be considered as assurance that the work is the result of the student's own thought and study.* Any violation of this policy will be referred to the governing board for such violations, Community Rights & Responsibilities (CR&R).

**Course Calendar:** see course schedule on the wiki for the most updated/current course calendar

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| Date | Topics for Class | To Do Before Class |
| Week 1- **campus**  M, W  Jan. 11& 13 | M: Introduction to texts, course and syllabus  What is literacy?  ***Assignment Guidelines: Tutoring Kit***  W: Kidwatching and noticing; Identity and positioning of students; Connections; Meaningful and Constructive Literacy | M: No readings; familiarize self with course wiki    W: Kidwatching Ch, 1; PKT: 2-16; Novinger article; KL: ch 1-8 Use I read, I thought |
| Week 2- **campus**  M, W  Jan 18 & 20 | **M: No class; Martin Luther King holiday**  W: Concepts about print (CAP); Linguistic Diversity and assessing students’ oral reading; Review cueing systems ***Assignment Guidelines: Inquiry Groups*** | W: KL; ch. 9-12; IR, pp 273-274; Codeswitching article  **Recommended: Decide on and purchase/obtain “system” for tool kit this weekend. You can then begin putting materials into the tool kit.** |
| Week 3- **campus**  M, W  Jan 25 & 27 | M: Recording children’s oral reading: Running Records, Miscue Analysis  W: Retrospective Miscue Analysis(RMA) | M: KL, ch. 21-22; anticipation guide;  W: Marteans: *Retrospective Miscue Analysis;* Bring Miscue Analysis record for Harry Potter.  Additional RR practice, bring RR/MA sheets to class |
| Week 4- **campus**  M, W  Feb 1 & 3  W- **Meet @ Milner** | M: Assessing Comprehension and Fluency;  **Planning assessment/tutoring sessions**  W: Interviews, dialogue and getting to know your student; Anecdotal records and checklists | M: KL: Ch 23 & 24  W: KL: chs. 19, 20, and 25; IR ch. 1  PKM: (Familiarize yourself with surveys and interest inventories)  ***Choose Inquiry Text and purchase or borrow text***  ***Tutoring Tool Kit Due*** |
| Week 5 **campus M** **& Colene Hoose W**  M, W  Feb 8 & 10 | M: Preparing to work with students; Building trust and rapport; selecting texts and gauging the difficulty of texts  ***Assignment guidelines- Tutoring Goals and Plans for Instruction I***  W: Meet student, begin establishing rapport | M: Fountas and Pinnell  ***Plans (3) for Initial Assessment Period***  W: If requested, bring revised plans |
| Week 6  M, W  Feb 15 & 17  **Colene Hoose** | M:Initial assessments, begin analyzing initial assessment data. “The Just So Story”  W: Continue/complete initial assessments; assessing student writing | M: KL, ch. 16; “The Just So Story”;bring inquiry text-begin reading inquiry group text  W: Read inquiry group text; KL, ch. 18; Reutzel and Cooter; Lenski  ***Turn in reflections from your tutoring sessions*** |
| Week 7  M, W  Feb 22 & 24  **Colene Hoose** | M: Classroom observation, if available; make-up assessments or first tutoring session.  Analyzing oral reading records.  W: Tutoring: Moving into the assessment instruction cycle | M: Wheeler & Swords; Review miscue analysis tally procedures; Bring your student’s reading record and completed tally sheet; continue reading inquiry group text  W: IR, Quick Reference Guide; complete inquiry group text  ***Turn in lesson reflections and plans if requested*** |

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| Week 8  M, W  Mar 1 & 3  **Colene Hoose** | M: Analyzing initial assessment data; Moving into the assessment instruction cycle;  ***Assignment Guidelines: Tutoring Goals and Plans II***  W: Tutoring; Inquiry group planning meeting | M: meet with inquiry groups (bring text to class)  W:KL, Ch. 14 meet with inquiry groups (bring text to class)  ***Tutoring Goals and Plans I due*** |
| Week 9  M, W  Mar 8 & 10 | SPRING BREAK- no classes |  |
| Week 10  M, W  Mar 15 & 17  **Colene Hoose** | M: Tutoring; Teacher conferences; teaching with new and popular literacies  W: Tutoring; Teacher conferences; Inquiry group meeting (bring text to class) | M: Ranker; Handsfield et al.; Mid-term grades available upon request  W: Inquiry group meeting (bring text to class)  ***Turn in lesson reflections and plans if requested*** |
| Week 11  M, W  Mar 22 &24  **Colene Hoose** | M: Tutoring; Portfolio assessment teacher conferences  W: Tutoring; Lesson Observations | M: KL, chs. 26 & 27; Callow; **Inquiry Group Presentations**  W: **Inquiry Group Presentations**  ***Turn in lesson reflections and plans if requested*** |
| Week 12  M, W  Mar 29 & 31  **Colene Hoose** | M: Tutoring; Lesson Observations; Considerations for working with struggling readers/writers  W: Tutoring; Lesson Observations; Portfolio Assessment; | M: Al’s Story- author?; Henson & Gilles; Lesley;  W: KL, Ch. 26-28  ***Turn in lesson reflections and plans if requested*** |
| Week 13  M, W  Apr 5 & 7  **Colene Hoose** | M: Tutoring; Lesson Observations; ***Assignment guidelines: Student/Teacher Report***  W: Tutoring; Lesson Observations; Writing Case Studies, Observation lessons | M: no readings  W: KL, ch. 28  ***Turn in lesson reflections and plans if requested*** |
| Week 14  M, W  Apr 12 & 14  **Colene Hoose** | M: Tutoring; Lesson Observations; “Opening Pandora’s grade box  W: Tutoring; Lesson Observations; Teaching GPS | M: KL, chs. 29 & 30  W: KL, ch. 31; Edwards et al.    ***Turn in lesson reflections and plans if requested*** |
| Week 15  M, W  Apr 19 & 21  **Colene Hoose** | M: Tutoring; follow-up assessments(if needed/appropriate); Lesson Observations; literacy instruction in small group settings  W: Tutoring; Lesson Observations-if needed; Using literature and other texts in literacy instruction | M: Avalos, et al.  W: Bring in your favorite piece of children’s literature. |
| Week 16  M, W  Apr 26 & 28  **Colene Hoose** | M: Tutoring; follow-up assessments(if needed/appropriate);  W: Tutoring; last meeting with student | M: No readings, work on report  W: ***Student/Teacher Report due with course self-assessment*** |
| Finals Week  TBA | Wrapping it all up; Individual conferences |  |